

Making Parenting Fun:

Developing an Interactive and Comprehensive Parenting Education Strategy



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Why Do Parenting Education?

- *To recognize that in today's world, family support is the foundation for enhancing Children's positive milestone developments.*
- *To understand that parents and families need education and guidance to better understand child development.*
- *To realize the importance of parents actively participating in enhancing their skills and knowledge to meet the needs of their children during the formative years.*

Learning Objectives

- *To provide an outline for a fully-integrated parenting education strategy that meets parents' needs*
- *To provide a variety of activities for parents that help them integrate what they learn in sessions into their daily parenting*
- *To practice games that parents can play with their children to increase the parent/child bond*
- *To promote continuing parent engagement through community activities*

**“Parenting...
It’s not about being perfect,
It’s about being your best.”**



**There is no perfect parent.
There is no magic formula for perfect parenting.
But there are lots of things parents can do to be the best parent
they can be for their children, most of the time.**



Parents play a very important role in the upbringing of children. They are the first and earliest teachers for their children.

“Parents play a major role in how our children turn out”

Being a parent is not an easy job, nor is being a child. Now it is time to change how we look at parenting and create a personal parenting style.

CHANGE NOW, for tomorrow may be too late

Parenting in Today's World:

- Parents need to be more prepared to raise their children because they are facing a hard challenge in the family dynamic of today's world
- Parents need to possess appropriate knowledge, skills, and tools to be flexible by accommodating to their children's individual needs
- It is essential for parents to treat their children with lots of love, respect, confidence, and always be fair with them
- Positive approaches from parents are necessary to provide guidance, support, motivation and discipline. This approach helps parents prevent unrecognized or hidden forms of child abuse

Parenting in Today's World 2:

- **Parents today need more information to raise their children and help them achieve their highest potential and to be a successful adult.**
- **When parents participate actively in their children's education, it has a huge impact on their neurological and brain development.**
- **Home must be the first school as the school should be the second home.**

A BABY ALONE DOES NOT EXIST

D.W. Winnicott



Key Elements in a Quality Parenting Education

- **Involving the Child**
- **Parent Learning Opportunity**
- **Continuing Engagement between parents**

Involving the Child



- **Should be short and able to complete in 5 minutes or less**
- **Must involve both parent and child actively**
- **Should provide parents with activities they can do at home with their child**

A Joint Parent-Child Activity

Tracing My Body

- Give each parent a piece of butcher paper, large enough to trace their preschooler's body.
- Assign a space in the room and have the children lay on their backs over the paper.
- Parent will trace their preschooler's body.
- Parent and child talk about how he/she has grown in the last few months.
- Parent/s and preschooler will work together on coloring the picture and then each will show it to the group.



Parent Learning Opportunity: Key Ingredients

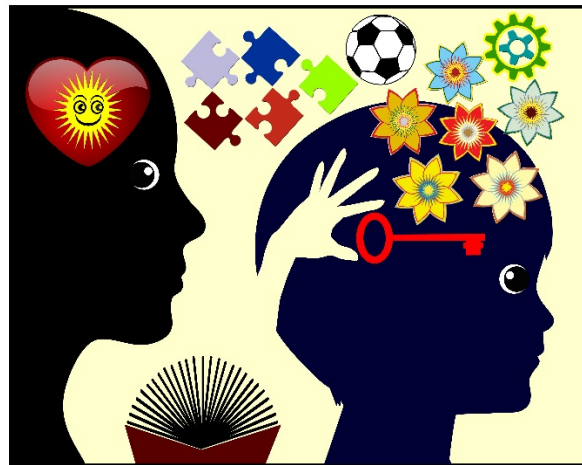
- **Address all the ages and stages of early childhood**
- **Physical and Cognitive Development**
- **Communication/Language Development**
- **Social and Emotional Development**
- **Health and Safety**
- **Self-Regulation (including routines, setting limits, discipline)**
- **School readiness**

Addressing the Ages and Stages

- **Perinatal (Third trimester to 3 months)**
- **Infant (Birth to 12 months)**
- **Toddler (12 to 36 months)**
- **Preschooler (3 to 5.11 years)**

Physical & Cognitive Development

- Development charts and their meanings
- Brain development



Communication/Language Development



- Understanding the importance of talking with a child
- How to talk to a child
- Understanding your crying infant
- Understanding the importance of reading with a child

Social & Emotional Development

- **Personality vs. Temperament**
- **Necessary social skills and how to teach them**
- **Self-confidence vs. Self-esteem**



Health and Safety

- Understanding immunizations
- When to call the doctor
- Appropriate amounts of supervision



Self-Regulation

- Establishing routines
- Setting limits
- Discipline vs. Punishment



School Readiness

- Parents' responsibility for preparation for school
- What schools expect



Parent Engagement Activity

- Should be short in length
- Must tie together information learned with the reality of their child or family

PERSONALITY

- **Defines the essence of every person's life**
- **It is what makes every person unique and different**
- **It is something you always take with you and helps you deal with your daily challenges**
- **It is about our different ways of being human**

TEMPERAMENT

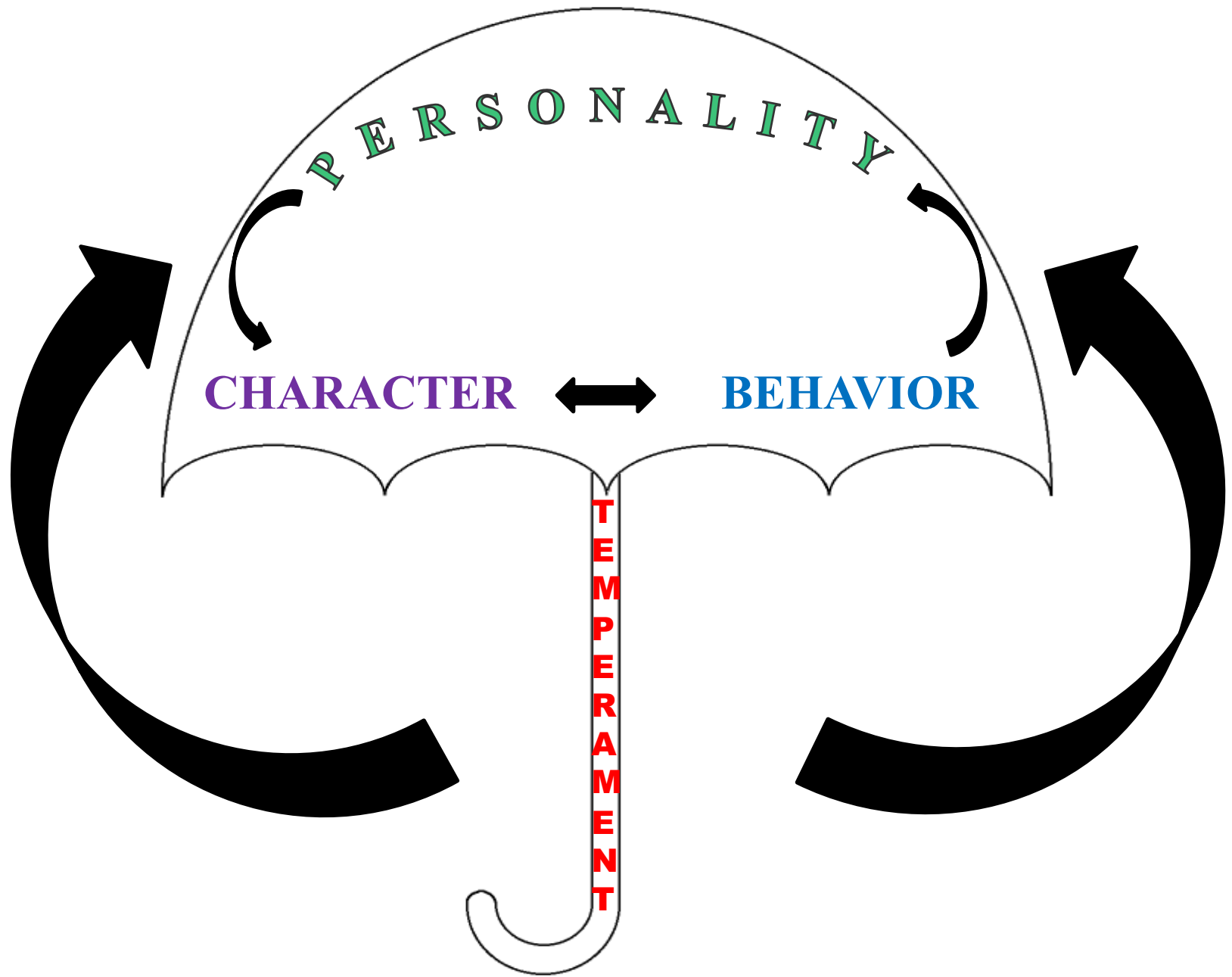
- Refers to the characteristics and aspects of personality that we are born with
- It is the biological component of personality and defines the features of every person
- It interacts with environmental influences to create the personality
- Personality and Temperament are not synonymous
- Temperament is merely one of many facets of a person's overall personality

CHARACTER

- Character traits are those things that draw us to other people
- It is much more than what we display for other people to see
- It is who we are, even when no one is watching us
- Abraham Lincoln said, “Reputation is the shadow, Character is the tree.”

BEHAVIOR

- **Refers to how we conduct ourselves**
- **It is a response of an individual to an action, environment, person or stimulus**



Temperament

Temperament is an innate quality, one with which everyone is born. Temperament is one way of talking about personality -- our own unique inborn characteristics such as how we respond to other people, stimuli such as sound or touch and to situations. Temperament is a biological component of personality. We will focus on **nine** different temperamental characteristics such as:

♥ **Activity Level:** This encompasses the degree of a child's activity, both walking and sleeping, e.g. very mobile, into everything, remains where he is put, sleeps quietly, moves a lot during sleep, sits quiet, etc.

♥ **Pattern of Regularity:** This trait deals with how predictable a child is and has been in terms of daily scheduling, e.g. difficult to put on a schedule, schedule naturally remains consistent from day to day, hunger and tiredness are predictable, never know when she will want to eat or sleep, etc.

♥ **Approach/Withdrawal in a New Situation:** This describes a child's characteristic response to a new situation, e.g. rejects new foods, eagerly accepts new tastes, stays close to parent in unfamiliar situations, explores new places readily.

♥ **Adaptability to Change in Routines:** This describes how long it takes for a child to adjust to a new or changed situation, e.g. accepts new people readily, adjusts almost immediately to new day care provider or sitter, etc.

♥ **Level of Sensitivity:** This encourages a child's sensitivity to his environment, e.g. light sleeper, easily disturbed by noises, strong reactions to foods that are disliked or unfamiliar (i.e. gags, spits out, grimaces), accepts most foods and textures.

♥ **Quality of Mood (Negative/Positive):** This characteristic describes the mood that seems most characteristic of a child, e.g. wakes up crying and unhappy, wakes up from naps smiling and happy, generally cheerful, generally moody, etc.

♥ **Intensity:** This indicates the amount of energy a child employs in responding to what happens around her, e.g. babbles loudly, plays quietly, interacts with others, observes others quietly, when happy -- smiles a lot, when upset -- cries loudly or cries/whimpers softly.

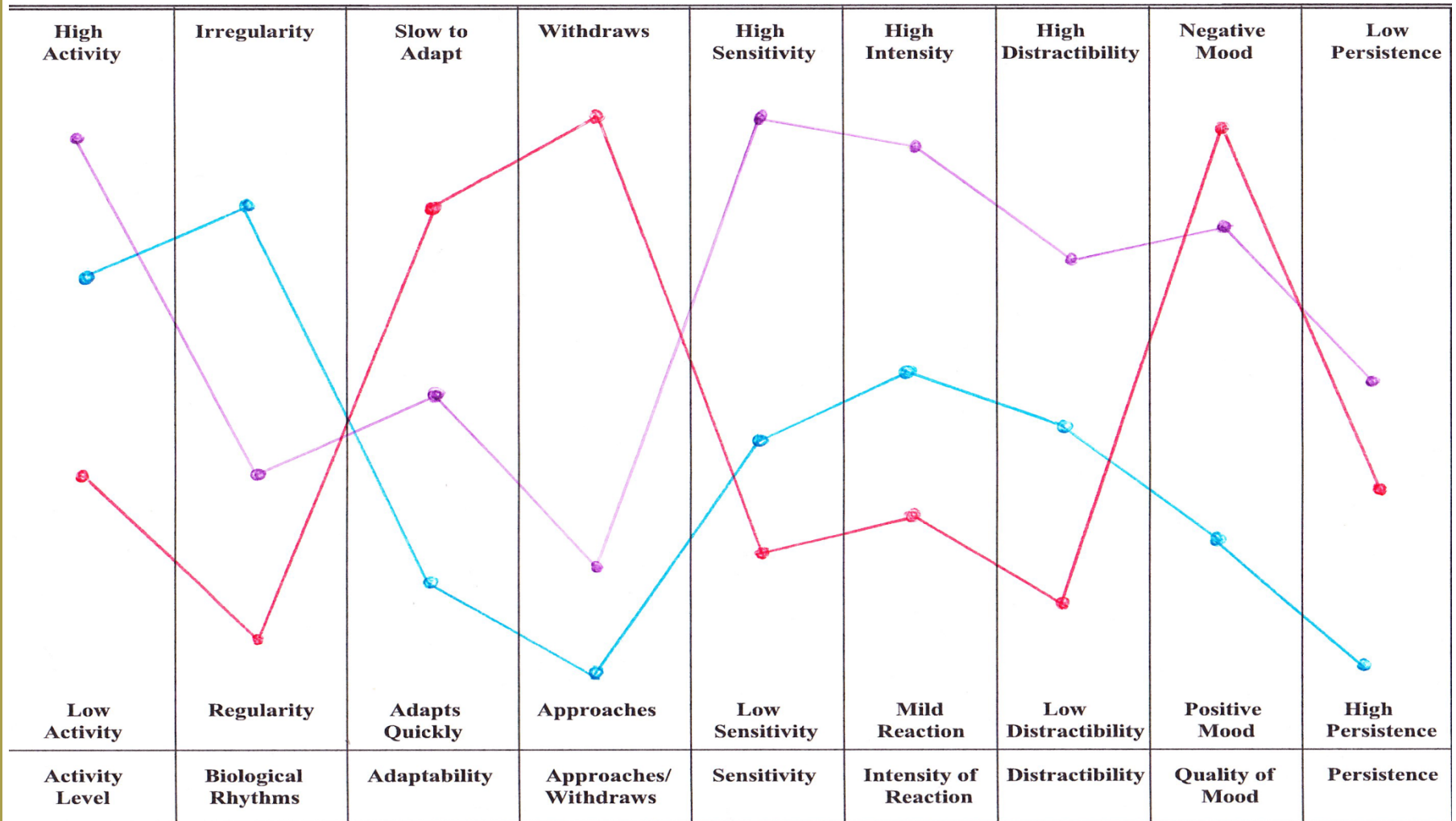
♥ **Distractibility:** This describes how a child is diverted from one activity to another, e.g. easily distracted when redirected, perseveres with an activity even when parent tries to distract, focused attention, startles when someone enters the room or when he hears a noise, etc.

♥ **Persistence and Attention Span:** This describes a child's ability to persist towards a goal and the degree to which she attends to an activity over a period of time, e.g. tries repeatedly to do difficult tasks, gives up after a few attempts, plays with something for extended periods of time, loses interest in toys or activities quickly.

A Parent Knowledge-Enrichment Activity

Temperament

GRAPH OF TEMPERAMENTAL TRAITS



Continuing Engagement Between Parents

- Why it is important
- How to do it



***“It is easier to build strong children than
to repair broken men”***

-Frederick Douglass



**It is not enough to prepare our
children for the world :
we also must prepare the world for
our children**



– Luis J. Rodriguez

**Don't have time to create a
quality Parenting Education program from
scratch?**

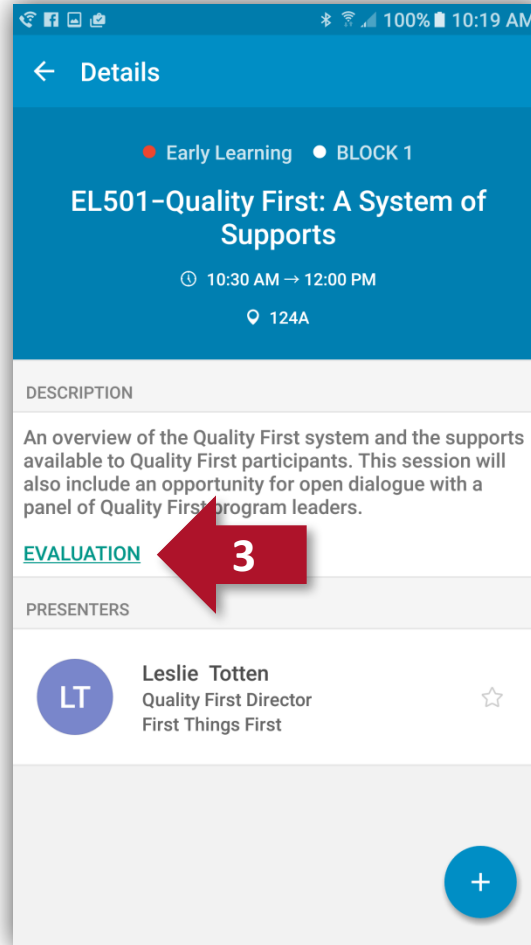
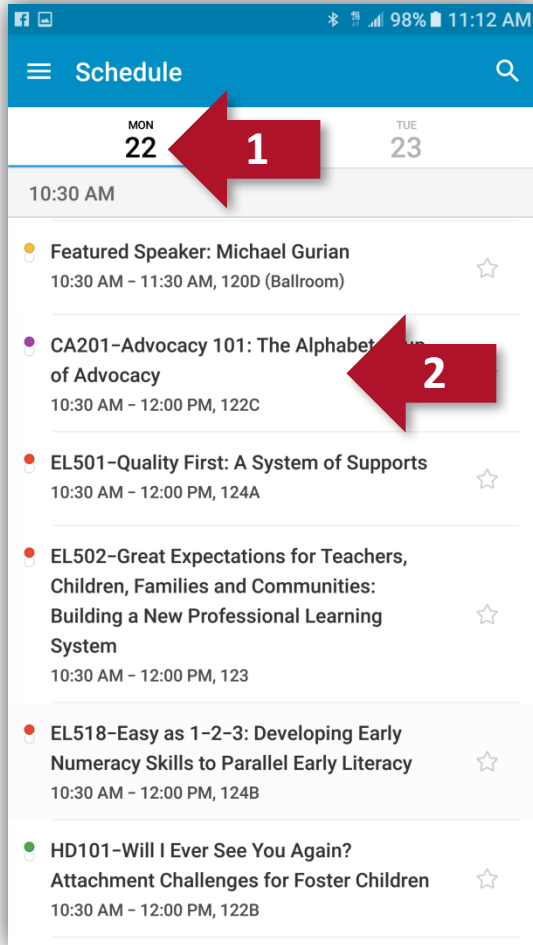
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Parenting Today

Parenting today has become a difficult, complex and often exhausting “business”. The demands of juggling personal, professional and family obligations combined with a changing world and increased social isolation have led to a gradual deterioration of authority. Parents today often feel that they can no longer act and respond effectively to the negative behavior of their children. The parents of children with severe behavioral problems often view themselves as having less power than the child, believe that nothing can work, and feel defeated in advance when it comes to demands or confrontations. In addition, parents often find themselves blamed, either directly or indirectly for their inability to limit or stop their children’s’ negative behavior.

What has happened to today’s parents? Are we worse parents than the parents of previous generations? Are we to blame for our children’s’ deteriorating behavior?

Our answer is unequivocally – No!

In order to understand the difficulties and challenges facing parents today, we must understand the greater complexity and changed dynamics that are involved in parenting today. The following changes emphasize the challenges that parents face:

The disappearance of the extended family and the community

In the past parents received greater support from grandparents, aunts and uncles and neighbors. Changes in society have led to an increased feeling of detachment, both from extended family members and from our community. Today, family members often live far away, grandparents are busy with their own occupations and we no longer have a sense of community. The current situation has led to a significant loss of support for parents and their necessity to act alone and isolated in the face of great parenting challenges.

Longer working hours

Many parents find themselves putting in more and more hours at work. Indeed, changes in technology (mobile phones, emails) means that many of us find ourselves bringing work home. Can we really expect parents to spend more “quality time” with their family when the demands and expectations of their employment require extra work hours? Is it realistic or even fair to ask mothers to sacrifice their careers or father’s to risk their employment for more “family time”?

We must understand that changes in employment characteristics are contributing to the difficulties that parents face, and we must take this into account and when we seek to construct a “new authority”.

A Culture of Blame

From the time of Freud until today there has been an increased trend in placing blame on parents for their children behavior. The negative behavior of children often leads us to assume that the child does not receive enough love and support or conversely, to assume that limits and discipline have been neglected. When we witness the misbehavior of a child, rarely do we consider the parents’ difficulties or acknowledge the challenges they face. It is unfortunate that

people are unlikely to take into account the child's temperament or the many trials and tribulations that parents must cope with.

This climate of blame and reproach often leads parents to blame themselves, which increases their frustration as well as their isolation. Parents who blame themselves for their children's misdeeds will be less likely to seek help and support and more likely to isolate themselves and their problems from others.

How can we approach parents differently, offering support instead of blame?

Infiltration of Technology

The changes in technology and media have led to many wonderful changes in today's world. Unfortunately, it has also negatively affected parents' ability to monitor and supervise their children activity. The infiltration of television, computers (internet, chat), and mobile phones into kids' worlds often means that parents are more limited in their ability to know what is happening their child's life. This inability to properly supervise children has also contributed to parents' loss of authority.

The New Authority

The New Authority offers a way to empower parents and as such improve their relationship with their children and significantly decrease children's behavior problems.

We believe that providing parents with effective tools will improve the atmosphere in homes and the child's behavior.

Being a parent is not an easy job, nor is being a child. Now it is time to change how we look at parenting and create a personal parenting style. "CHANGE NOW" for tomorrow may be too late.

"We may not be able to prepare the future for our children, but we can at least prepare our children for the future."

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One is understanding individual differences in particular personality characteristics, such as sociability or irritability. The other is understanding how the various parts of a person come to personality is ever present.

Your personality is something that you always take with you; it affects your thinking, feelings and behavior, where and with whom you are, in any situation at any time. Personality helps you to adjust your personality helps you to "survive" and deal with the daily challenges surrounding you. In a sense your personality is in part psychological but also physiological. Research suggests that your personality is also influenced by all kinds of biological processes and needs

. Personality is about our different ways of being human. How we are all variations on the same themes. How the human nature we all share manifests different styles of thinking, feeling and acting.

Personality' and 'temperament' are not synonymous. Temperaments are merely one of many facets of a person's overall personality

Temperament refers to the characteristics and aspects of personality that we are born with. For that reason, they are similar to traits in that they are both innate (born with these things) and enduring. Infants who are anxious and nervous tend to be the same way when they are older. One difference though is that temperament more often relates to emotionality...the specific emotional characteristics such as calm, anxious, or nervous.

Temperament is defined as the features of your personality that are present at birth and have a genetic/biological basis. Your temperament, or basic disposition, interacts with environmental influences to create your personality.

Temperament is Not the Same as Character

Temperament has nothing to do with a person's character or their level of maturity. It is what a person is apart from problems. Here is my definition: "Temperament is a cluster of inborn traits that causes you, in part, to do what you do."

Character is what you do when you think no one else is looking.

Character is not the only characteristic of happiness. There are also particular ways of thinking, attitudes, fundamental beliefs and specific actions that can either detract from or add to the level of happiness we experience at any given time. But character is still one essential component to living life at its happiest.

Character traits are those things that draw us to other people. When someone is generous, kind, energetic, or optimistic they exude energy that attracts others. Of course, who wouldn't want to spend time with a warm, open, and loving person?

The wonderful thing about character and integrity, which are intimately related, is that they are one of the few things in life that no one will ever be able to forcefully take away from you. Your choices are your own. Even if someone can take your life, they cannot force you to make a choice that you believe is wrong. The actions below cannot be done all at once, nor should they be. Each of them takes time to fully understand and apply towards your life. Learn about your own virtues and values, and how they correspond to your life and the world around you.

Abraham Lincoln said, "*Reputation is the shadow. Character is the tree.*" Our character is much more than just what we try to display for others to see, it is who we are even when no one is watching. Good character is doing the right thing because it is right to do what is right.

The aggregate of the moral qualities which belong to and distinguish an individual person; the general result of the one's distinguishing attributes.

Behavior is a response of an individual or group to an action, environment, person, or stimulus.

Behavior refers to how you conduct yourself. Generally, it's wise to engage in good behavior, even if you're really bored.

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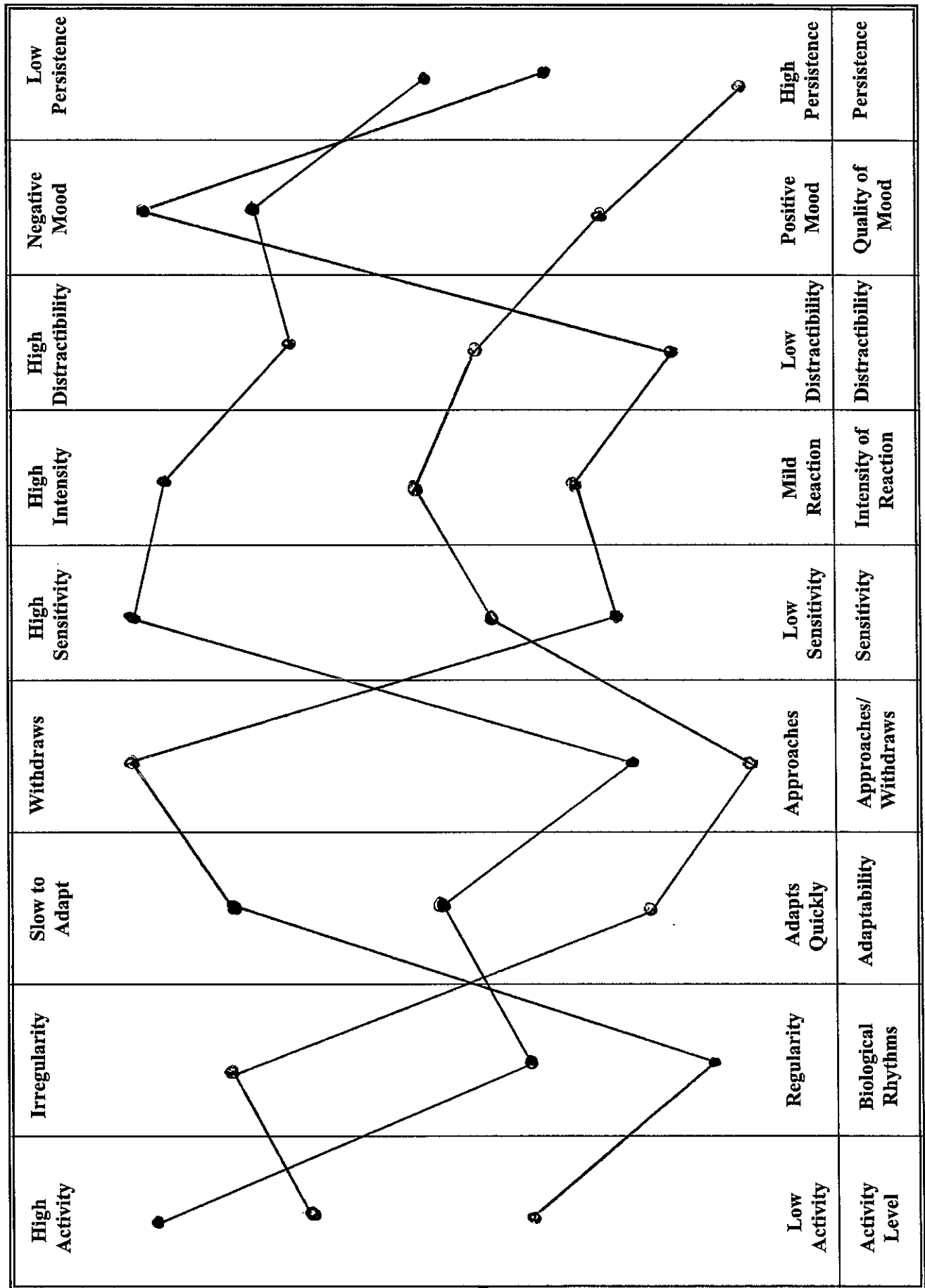
The human personality has both psychological and physiological components. Personality is all about the most essential psychological aspect of a person's life (temperament, character, behavior, thoughts, feelings, motives and skills). Personality defines the essence of your child in every stage of development in her life. It is what makes her up as a person and what makes her unique and different. In other words, no two children have the same personality.

While most toddlers display many social-emotional ups and downs, the degree to which and manner in which they experience them is very different from child to child. As a parent with your own unique personality, you may respond in different ways to the emotional life of your toddler. This is because of something developmental psychologists call temperament.

Temperament is an innate quality, one with which all of us are born. Temperament is one way of talking about our personality -- our own unique inborn characteristics, such as how we respond to other people, to stimuli such as sound or touch and to situations.

Temperament is a biological component of your personality, as is your character and your behavior; however, temperament carries the biggest weight in your personality. Your child's personality is genetic, inherited 50% from dad and 50% from mom. It is his individual and unique signature. His character and behavior (particularly in the early years) can be somewhat modified, both positively and negatively, by interactions with you (his parents), others, experiences, environment and health but his temperament cannot be modified.

GRAPH OF TEMPERAMENTAL TRAITS



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GRAPH OF TEMPERAMENTAL TRAITS – CARISSA & TONY

High Activity	Irregularity	Slow to Adapt	Withdraws	High Sensitivity	High Intensity	High Distractibility	Negative Mood	Low Persistence
Low Activity	Regularity	Adapts Quickly	Approaches	Low Sensitivity	Mild Reaction	Low Distractibility	Positive Mood	High Persistence
Activity Level	Biological Rhythms	Adaptability	Approaches/Withdraws	Sensitivity	Intensity of Reaction	Distractibility	Quality of Mood	Persistence

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